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ABSTRACT

A study examined Missouri postsecondary marketing and midmanagement curricula to determine consistencies and inconsistencies among the programs and to develop specific guidelines for articulation between secondary and postsecondary programs. Postsecondary marketing and midmanagement information--program requirements, course descriptions and outlines, and course hour or credit allocations--were collected and analyzed. Major differences noted in institutions offering a marketing or midmanagement program leading to the degree of Associate of Applied Science were in program title, program requirements, required courses for degree, course credit hours, and internship requirement. Curriculum and articulation guidelines were collected from other states. In general, articulation programs were based on one of two models: time-shortened or advanced-skills. Recommended guidelines for postsecondary marketing and midmanagement programs were developed, calling for uniform program titles, program descriptions, program lengths, delivery models, and internship/simulation experience requirements. Recommended guidelines were developed for articulation of students enrolled in secondary marketing education programs into postsecondary programs. (Following the report are seven appendixes containing a course/institution matrix, summaries of two Wisconsin articulation plans, an articulation flow chart, and other project materials. An explanation of procedures, a list of 12 references, and a glossary are also included. (YLB)

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AN EXAMINATION OF POSTSECONDARY (JUNIOR AND COMMUNITY COLLEGES) MARKETING AND MID-MANAGEMENT CURRICULUMS

Project No. 88-133-110-3

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June 30, 1988

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ABSTRACT

TITLE: An Examination of Postsecondary (Junior and Community Colleges) Marketing and Mid-Management Curriculums

PRINCIPAL INVESTIGATOR: Clifton L. Smith
University of Missouri-Columbia

PROJECT GOAL: To examine postsecondary (junior and community colleges) marketing and mid-management curriculums to determine consistencies and inconsistencies among the various marketing/mid-management programs and make recommendations for improvements in programs for the purpose of articulation of secondary programs to postsecondary programs.

OBJECTIVES: (1) To collect and analyze current postsecondary marketing and mid-management program information relevant to the project. The specific type of information collected include: program requirements, course descriptions and outlines, course hour and/or credit allocations. (2) To collect and analyze relevant curriculum guidelines and articulation agreements/plans from other states. (3) To develop a recommended guideline for postsecondary marketing and mid-management programs in Missouri. Specifically the guidelines would address the following components: program titles, program descriptions, program lengths, delivery models, internship and/or simulation experience requirements. (4) To develop recommended guidelines for articulation of students enrolled in secondary marketing programs into postsecondary marketing and mid-management programs.

PROCEDURES: The design of an articulation project between secondary marketing education programs and postsecondary marketing and mid-management programs requires specific curriculum parameters have been developed and are in place. The secondary marketing education programs in Missouri have implemented a core set of competencies. In order to provide articulation between secondary and postsecondary marketing and mid-management programs, the posotsecondary curriculums were examined to determine specific guidelines for articulation to occur between the two levels of programs within the state of Missouri.

RESULTS AND FINDINGS: (1) Major differences were noted in the institutions offering a marketing or mid-management program leading to the A.A.S. degree: (a) program title, (b) program requirements, (c) required courses for degree, (d) course credit hours and (e) the internship requirement. (2) A set of recommended guidelines needed to be developed to bring postsecondary programs into consistent program offerings to allow for articulation with secondary programs in marketing.

FINAL PRODUCT: The final product from this project is a set of recommended guidelines for the articulation of students enrolled in secondary marketing programs into postsecondary marketing and mid-management programs.

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INTRODUCTION

The Marketing and Cooperative Education Section of the Division of Vocational and Adult Education has identified a Vocational Instructional Management System (VIMS) as being a priority for implementation in all marketing education programs at all levels in Missouri. The purpose of this project was to examine postsecondary (junior and community colleges) marketing and mid-management curricula to determine consistencies and inconsistencies among the various marketing and mid-management programs and to make recommendations for improvements in these programs for the purpose of articulation between secondary programs and postsecondary programs.

The needs of students and industry must form the basis for planning and implementing effective instruction and training in marketing programs. Instruction in marketing is available to students in secondary and postsecondary institutions in Missouri. In order to assure that sequential objectives are achieved and learning experiences occur from one level to the next, careful articulation between program levels is necessary. Articulation refers to an effort to arrange instructional programs in a connected sequence in order to avoid instructional repetition.

Careful articulation allows for efficient use of resources. Institutional resources are conserved through eliminating duplication of educational experiences. In addition, articulation can provide for advanced placement of secondary students who have achieved a pre-determined competency level of the knowledge, skills, and attitudes needed in marketing. This provides for a more efficient use of their time and money.

The secondary programs of marketing education in the State of Missouri have implemented a core set of competencies for Fundamentals of Marketing, Advanced

Marketing, Management, Free Enterprise Economics, and Entrepreneurship as part of the VIMS process. In order to ensure articulation between secondary marketing and postsecondary marketing and mid-management programs, the postsecondary marketing and mid-management curriculums and program components were examined to determine consistencies and inconsistencies in programs within the state and how to articulate these programs with secondary marketing programs.

STATEMENT OF THE PROBLEM

The overall goal of the project was to examine postsecondary marketing and midmanagement curriculums to determine consistencies and inconsistencies among the various programs in existance and to make recommendations for improvements for the purpose of articulation of secondary marketing programs to postsecondary marketing and mid-management programs.

OBJECTIVES AND FINDINGS

The specific objectives and findings of the project were:

Objective Number One: To collect and analyze current postsecondary marketing and mid-management information relevant to the project. The specific type of information collected from the institutions included:

a. Program requirements

b. Course descriptions and outlines

c. Course hour and/or credit allocations

Findings: In analyzing the information provided by the institutions, no two programs in the state were found to have the same program requirements and course hour and/or credit allocations varied among programs and courses. Refer to Appendix A for a course/institution matrix.

Major differences noted in the institutions offering a marketing or mid-management program leading to the degree of Associate of Applied Science (A.A.S.) were as follows:

a. Program title. The majority of programs entitled themselves "Business Management." The remaining programs referred to themselves as "Mid-Management", "Retailing", "Management", "Sales", and "Marketing Management."

b. Program Requirements. The majority of programs required 64 credit hours of course work to receive the A.A.S. degree. One program required 67 credit hours, while another required 72 credit hours. Major differences were found in those programs offering vocational certificates or specialization. The number of credit hours to complete that aspect of the program varied as to the number of courses offered in the program. No specific program was designed for the certificate or specialization, rather selected courses were required for the completion of the vocational certification.

c. Required Courses for Degree. All programs at the various institutions required the following courses: Accounting, Advertising, and Marketing. The following courses were required at a majority of the institutions: Business Communications/Correspondence (all but two schools require), Business Math (all but one school require), Salesmanship (all but one school require), Management (all but one school require), and Microcomputer or Computer (all but two schools require).

An Economics course, the foundation for the study of the discipline of marketing, was required at only four institutions, with one institution requiring six credit hours of economic study. At the remaining institutions, an economics course was either an elective or not required for the degree.

d. Course Credit Hours. All institutions offered courses in the basic academic unit of 3.0 credit hours per course on the semester basis. There were a few instances where a course at a particular institution was either offered for 2.0 credit hours (Salesmanship at Jefferson College) or for 4.0 credit hours (Retailing and Marketing at Jefferson College).

A major difference in the course credit hours was noted in the on-the-job training (internship) aspect of each institution. The internship portion of the program ranged from 4.0 credit hours (2.0 credit hours per year) to 12.0 credit hours (3.0 credit hours each semester for two years). The number of hours of employment required for each credit hour varied among institution, but on the average, 15 hours of employment per week was the minimum. Refer to Appendix B for an institutional listing of internship requirements.

Objective Number Two: To collect and analyze curriculum and articulation guidelines from other states.

Findings: Materials collected from other states and cited in the research indicated that even though articulation is considered an important aspect of vocational education, there were very few articulation projects specifically in marketing education. The following articulation formats were cited by several institutions in other states and from a review of the literature:

a. Advanced Placement ("Time Shortened"). Students receive college credit for competencies mastered at the secondary level. They are then permitted to enroll in advanced-level college courses.

b. Advanced Eligibility. Students accelerate their eligibility for advanced-level course work (or work experience), waiving prerequisite requirements based on the successful completion of designated high school competencies.

c. 2 + 2 ("Advanced-Skills"). Highly structured four-year occupational training programs, incorporating grades 11 through 14, generally provide exit points following grades 12, 13, and/or 14.

d. Resource Coordination/Sharing. High Schools and colleges coordinate and share the efficient use of faculty, facilities, and equipment.

e. Joint Program Planning. Institutions cooperatively develop specific program areas to provide students with well-thought-out comprehensive curricula and to realize economies of resource sharing.

f. Contracting of Services. One school or training facility may contract with or purchase, specialized education and training from another institution.

g. Acceptance of Occupational Credentials. College credit and advanced standing are awarded to students who have earned valid occupational credentials.

h. Combined Enrollments. Secondary and postsecondary schools may combine enrollments in courses for which there is insufficient demand at a single institution or to accommodate students' special needs.

i. Enrichment Programs. Students are provided the opportunity to attend college level classes while still attending high school.

In general, articulation programs were based on one of two models: the time-shortened models or the advanced-skills model. Nationally, most programs are based on the time-shortened model, in which students receive postsecondary credit for skills acquired or courses completed in high school. The advanced-skills model has been used only in high-technology fields. It requires students to either commit themselves to four years of training beginning in eleventh grade or take a block of courses in high school that permits them to bypass postsecondary introductory courses. Advanced-skills articulation programs are

intended to graduate students as "master technicians" after two years of postsecondary education.

Very few of the articulation projects reviewed in the national research involved marketing education. However, Wisconsin has emerged as a leader in developing and implementing marketing education articulation plans. In 1986-87, articulation programs began operating between two VTAE System institutions and high schools in their distsricts. Refer to Appendix C for a program description of these two projects.

The planning and implementation process in both VTAE districts followed procedures designed to ensure that the articulation efforts would be successful. Both top-level officials and classroom instructors participated in the articulation planning process.

Articulation decisions were based on analysis of competency-based course content. The plans in both VTAE districts are specific to their particular courses and high schools, reflecting the articulation planning process in marketing education.

Objective Number Three: To develop recommended guidelines for postsecondary marketing and mid-management programs in Missouri. The guidelines would include uniform:

a. program titles

b. program descriptions

c. program lengths

d. delivery models

e. internship/simulation experience requirements

Findings: To bring the system of postsecondary marketing and mid-management programs in Missouri into a more consistent operation, thus facilitating the operation of certificate programs as well as the institution of Associate of Applied Science degree programs and the provision for part-time

students, specific guidelines for postsecondary marketing and mid-management programs are presented in the "Conclusions and Recommendations" section of this report.

Objective Number Four: To develop recommended guidelines for articulation of students enrolled in secondary marketing education programs into postsecondary marketing and mid-management programs.

Findings: Articulating educational programs should take one of two forms in marketing education. Advanced placement has been described as the process of placing transfer students into higher than entry-level coursework. Such programming assumes students will have acquired the prerequisite skills which would normally have been developed in entry level courses and would be necessary for success in advanced courses. Therefore, the need for effective communication concerning competencies needed for successful advanced placement is evident. In some cases, students may be granted credit for entry level coursework which was bypassed as they entered the higher level program through advanced courses. Other receiving institutions may not grant credit for such courses and would require students to take the same total number of credit hours to complete the education program. In the latter case, students would be entering the program at an advanced level and would thereby be required to take more advanced coursework to complete their program of study.

The second articulation model could be termed the advanced eligibility model. In such a model, each education program level should explicitly define competencies which are to be addressed. By simultaneously planning the curricula at each level, unnecessary duplication should be avoided. However, such program articulation efforts may reduce the number of students eligible to directly enter advanced programs due to the fact that all students may not have

had the opportunity to participate in a preparatory program. In such cases, remedial coursework would be necessary to raise the under-prepared students to the appropriate level of competency for entry into the advanced program. This situation could possibly result in two-tiered programs, one catering to students who possess the necessary competencies for entry-level and one for students who do not.

Regardless of which articulation model is deemed most appropriate for a specific situation the procedures for successful implementation are similar. Specific guidelines for postsecondary marketing and mid-management programs are presented in the "Conclusions and Recommendations" section of this report. The following steps may be useful to guide articulation efforts for marketing education programs:

a. Organize an advisory committee consisting of administrators, counselors, teachers, and students from each institution.

b. Develop written statements outlining the mission, goals, and objectives of each marketing education program.

c. Describe curriculum offerings currently available and required at each institution.

d. Identify curricular areas which are duplicated among institutions.

e. Identify alternative solutions to reduce unnecessary duplication for students wishing to transfer among institutions.

f. Cooperatively develop procedures for implementing the desired solution.

g. Write and approve procedures for implementing the desired solution.

h. Sign a written memorandum which outlines the purpose, goals, objectives, and procedures developed to guide the articulation effort.

POPULATION

To gather the information needed for this project, the thirteen postsecondary institutions in Missouri offering marketing and mid-management programs responded to written requests and personal interviews to provide relevant program information. Refer to Appendix D for a listing and description of the program of each postsecondary institution who participated in the study.

CONCLUSIONS AND RECOMMENDATIONS

Conclusion Number One: Institutions offering postsecondary programs in marketing and midmanagement use a variety of program titles to describe the program.

Recommendation: Postsecondary institutions offering programs in marketing and midmanagement should adopt a common title for the major program (i.e. Business Managment or Marketing Management) and that programs designed for specific occupational areas in marketing retain titles that desribe the intent of the program (i.e. Fashion Marketing, Hospitality Marketing).

Conclusion Number Two: Institutions offering postsecondary programs in marketing and midmanagement do not have a "core" curriculum that would allow for articulation with secondary marketing education programs within the state.

Recommendation: Postsecondary institutions offering programs in marketing and midmanagement adopt a set of core required courses that would transcend all programs. This core set of required courses should be reviewed on a five year basis to correspond with the five year update of the core curriculum of secondary marketing education programs. More specifically, a model instructional program should be designed to include courses that delineate the following:

a. name of courses

b. persons for whom the courses are intended

c. the overall purpose of each course

d. specific instructional objectives for each course

e. subject matter topical outline for each course

f. suggested testing applications for each course

g. the plan of vocational application for each course

Conclusion Number Three: The study of economics, the basis for understanding of marketing, is not a part of the curriculum at a majority of the institutions offering postsecondary programs in marketing and midmanagement.

Recommendation: As part of the core set of required courses, institutions offering postsecondary programs in marketing and midmanagement, the study of macro economics should become a required course.

Conclusion Number Four: Not all institutions offering postsecondary programs of marketing and midmanagement have the same credit hour requirement for courses within the curriculum.

Recommendation: As part of the core curriculum, institutions offering postsecondary programs of marketing and midmanagement, should realign courses to meet the 3.0 credit hour format for semester courses.

Conclusion Number Five: Institutions offering postsecondary programs of marketing and midmanagement and utilizing an internshiip (on-the-job) component do not have a uniform requirement in semester hours required for the completion of the program.

Recommendation: As part of the core curriculum, institutions offering postsecondary programs of marketing and midmanagement and utilizing an internship component, should establish a maximum of 6.0 semester hours of credit for the internship. It is further recommended that in a two year Associate

degree program that the internship be offered as a capstone component of the program during the final year.

Conclusion Number Six: That several institutions offering postsecondary programs of marketing and midmanagement have a philosophical difference as to the purpose of the program in preparing individuals for marketing at less than the prebaccalaureate level.

Recommendation: That a philosophical statement as to the purpose of postsecondary programs of marketing and midmanagement in Missouri be developed to reflect the purpose of the program in preparing individuals for marketing at less than the prebaccalaureate level. This philosophical statement should reflect the Statement of the AACSB Standars Committee (refer to Appendix E) as it relates to transfer programs and vocational programs in marketing.

Conclusion Number Seven: There is no systematic procedures for the articulation of secondary marketing education students into institutions offering postsecondary programs of marketing and midmanagement.

Recommendation: That institutions offering postsecondary programs of marketing and midmanagement, while implementing a core curriculum, instigate the articulation process with school districts within their area. To assist in this effort an articulation flow chart (refer to Appendix F) and a sample "Memorandum of Understanding" (refer to Appendix G) is provided as a portion of this report.

APPENDIX A

Course/Institution Matrix

MARKETING & RELATED COURSES REQUIRED	Crowder College	East Central (Retailing)	East Central (Business Mgt.)	Jefferson College	Kansas City, Metro (Longview, Maple Woods, Penn Valley)	Mineral Area College	Moberly Area Junior College	State Fair Comm. College	St. Louis C. C. (Florissant Valley, Forest Park)	Meramec (Retailing)	Three Rivers Comm. College	Trenton	COMMENTS
Accounting (or related course)	x	x	x	x	x	x	x	x	x	x	x	x	Trenton and State Fair require 6.0 hrs; others 3.0 hours
Advertising	x	x	x	x	x	x	x	x	x	x	x		Meramec-elective: Jefferson College requires 2.0 hrs.; others 3.0 hrs
Business Communications/corresp.	x	x	x		x	x		x	x		x	x	
Business Law	x	x	x		x	x	x	x	x		x	x	All but Jefferson require 3.0 hr. course
Business Math	x	x	x	x	x	x	x	x			x	x	St. Louis C.C. requires Algebra; Kansas City C.C. may take Bus. Math or Algebra
Computer or Microcomputer		x	x	x		x		x	x	x	x	x	Mineral Area College requires 4.0 hrs.; Meramec-elective; Trenton 6.0 hrs.
Consumer Behavior		x							x				St. Louis C.C. may substitute General Psychology; Meramec-elective
Economics			x			x		x	x	x		x	St. Louis C.C. requires 6.0 hrs.
Finance		x	x	x		x					x	x	
Human Relation in Business					x			x			x		Kansas City C.C. may substitute Personnel Management
Intro. to Business (Bus. Adm.)	x	x	x						x		x	x	
Management		x	x	x	x	x	x	x	x	x	x	x	All but Crowder College require 3.0 hrs. Meramec-elective
Marketing	x	x	x	x	x	x	x	x	x		x	x	Jefferson requires 4.0 hrs.; others 3.0
Merchandising		x	x		x			x		x	x		Kansas City C.C. requires 6.0 hours (Fashion Merchandising & Merchandising Problems and Practices
Personnel Management	x				x	x		x	x		x	x	Kansas City may substitute Human Relations in Bus.; Mineral may substitute Typing; St. Louis may sub. Intro. to Supervision
Retailing	x			x	x		x			x	x		Jefferson requires 4.0 hrs.; others 3.0
Salesmanship	x	x	x	x	x		x	x	x	x	x	x	Jefferson College requires 2.0 hrs.; others 3.0 hrs.; Meramec-elective
Other: (specific to institution)													
Credit & Collections (3.0)	x												
Readings in Management (2.0)			x										
Business Simulations (3.0)			x			x							
Business Management I (2.0)				x									
Business Management II (2.0)				x									
Leadership Seminar (1.0)							x	x					State Fair requires 1.0 hrs. per semester, except last semester which is 3.0 hrs.
Visual Merchandising (3.0)							x	x					
Records Management (3.0)							x						
Transportation & Phy. Dist. (3.0)								x					
Career Development (3.0)											x		
Supervisory Development (3.0)											x		
Marketing Applications (3.0)											x		
Current Issue in Business (3.0)												x	
Fashion Dynamics of Retailing 3.0										x			
Retail Supervision										x			
Consumer Textiles										x			Meramec-elective

APPENDIX B

Internship Requirements

Credit Hours Required

INTERNSHIP COMPONENT	Crowder College	East Central (Retailing)	East Central (Business Mgt.)	Jefferson College	Kansas City Metro (Longview, Maple Woods, Penn Valley)	Mineral Area College	Moberly Area Junior College	State Fair Comm. College	St. Louis C. C. (Florissant Valley, Forest Park)	Hannibal (Retailing)	Three Rivers Comm. College	Trenton	COMMENTS
Internship	4.0												2.0 hrs. each year
Retailing Internship		6.0											3.0 hrs. each year
Retailing Placement		1.0											Post-program placement seminar
Business Management Internship			6.0										3.0 hrs. each year
Business Management Placement			1.0										Post-program placement seminar
Business Internship				8.0									4.0 hrs. each year
Management Internship					9.0								3.0 hrs. per semester for last three semesters of program
Management Research						3.0							3.0 hrs. each year
Marketing Research						3.0							3.0 hrs. each year
Preparation for Employment						1.0							Pre-employment seminar
Cooperative Education in Business							12.0						3.0 hrs. per sem. for 2 yrs. (4 semesters)
Business/Mid-Management Internship								8.0					Taken during summer between 1st & 2nd yr.
Store Practicum I & II										4.0			Retailing - 2.0 hrs. taken each year
Internship											6.0		6.0 hrs. taken 1st semester of 2nd year
Management Internship I & II												8.0	4.0 hrs taken during each summer session
Pre-employment Seminar												1.0	

APPENDIX C

Two Wisconsin Articulation Plans

The Appleton Area School District, Neenah Joint School District, and Fox Valley Technical Institute (Co-project directors: Phil Gocker and Dennis Collins)

This 1986-87 articulation plan followed the time-shortened approach, which allows students to receive postsecondary course credit, applicable toward an associate degree, after successfully completing equivalent course work in high school. Students who completed the marketing education program at Appleton East and West received three credits for the postsecondary course Marketing I, and students who completed the marketing education program in Neenah and Kimberly received three credits for the postsecondary course Principles of Retailing. Articulation planners agreed upon specific competencies for both courses and made them available to program-area staff. In addition to receiving three credits of advanced standing based on the course waiver, students from each school could test out of another postsecondary course which was not waived. In this way, students at all of the participating high schools could receive six postsecondary credits.

As part of the articulation effort, a brochure and an audiovisual presentation were produced for promotion and recruitment. Postsecondary and high school marketing education personnel participated in monthly articulation meetings to ensure successful implementation and continued planning. Articulation planning for the near future includes the possibility of on-site, dual-credit arrangements.

The Milwaukee Public Schools, Greendale Public Schools, Brown Deer Public Schools, and Milwaukee Area Technical College (MATC) (Audrey Keyes, project administrator; Wayne Harrison, project coordinator)

This articulation plan, called the Metro Milwaukee Employment Curriculum Articulation Project, is geared for students in fashion merchandising, retail management, and marketing. It started in June 1986 when MATC entered into articulation agreements with marketing education programs in 12 Milwaukee high schools and two suburban high schools.

For students in the Milwaukee schools, the time-shortened articulation program provided seven credits of advanced standing for high school courses. Students who had the necessary academic credits and received at least a C in Marketing I and II, Marketing Co-op I and II, and Typing in high school received articulation credit for MATC courses Principles of Selling (three credits), Retail Career Planning (one credit), Retail Internship I and II (two credits), and Keyboarding (one credit). Students who earned the advanced credits could attend two summer school sessions and receive an MATC associate degree in one and a half years. To receive full credit in the marketing articulation program, students had to apply for admission to MATC by October of their senior year.

The articulation plan with Brown Deer was similar to the agreement with the Milwaukee schools except that students could earn credit for an additional course. Students who successfully completed high school course work in data processing received three credits for the postsecondary courses Principles of Information Processing.

The articulation plan with Greendale was also similar to the agreement with the Milwaukee schools except students could also receive six credits for two postsecondary courses in communication skills.

The Metro Milwaukee articulation plans employ the core curriculum concept. A recommended core plan has been prepared for grades 9 through 12, and students who successfully complete it will meet MATC admission requirements and be eligible to receive maximum articulation credit. MATC also permits students to receive advanced standing for certain types of prior experience and successful completion of competency-based tests. Students who earn advanced standing are encouraged to enroll in elective courses to broaden their education. Articulation plans for the near future include on-site, dual-credit arrangements and expanded course offerings.

APPENDIX D

Listing and Description of Program
of Each Postsecondary Institution

INSTITUTION: Crowder College
Neosho, Missouri

DEGREE: Associate in Science

DEGREE HOURS: 64 TYPE: Semester

PROGRAM AREA: Mid-Management

OTHER: One year program certificate in Mid-Management (30 credit hours)

INSTITUTION: East Central College
Union, Missouri

DEGREE: Associate of Applied Science

DEGREE HOURS: 64 TYPE: Semester

PROGRAM AREA: Business Management
Retailing

OTHER: One year program certificate in either Business Management or Retailing (32 credit hours)

Student can receive a double major in Business Management and Retailing by selecting courses from both program areas.

INSTITUTION: Jefferson College
Hillsboro, Missouri

DEGREE: Associate of Applied Science

DEGREE HOURS: 64 TYPE: Semester

PROGRAM AREA: Business Management

OTHER: One year program certificate (vocational) in Business Management (32 credit hours)

INSTITUTION: Kansas City Metropolitan Community College
Kansas City, Missouri

CAMPUS: Longview Community College
Maple Woods Community College
Penn Valley Community College

DEGREE: Associate in Applied Science

DEGREE HOURS: 64 TYPE: Semester

PROGRAM AREA: Management (all three campuses)
*Fashion Merchandising (Penn Valley)

OTHER: One year certificate of proficiency in supervision
Maplewood: 26 credit hours
Penn Valley: 30 credit hours

*Not included in analysis of programs

INSTITUTION: Mineral Area Junior College
Flat River, Missouri

DEGREE: Associate in Applied Science

DEGREE HOURS: 67 TYPE: Semester

PROGRAM AREA: Business Management
*Fashion Merchandising

OTHER: None

*Not included in analysis of programs

INSTITUTION: Moberly Area Junior College
Moberly, Missouri

DEGREE: Associate in Applied Science

DEGREE HOURS: 64 TYPE: Semester

PROGRAM AREA: Mid-Management

OTHER:

INSTITUTION: State Fair Community College
Sedalia, Missouri

DEGREE: Associate of Applied Science

DEGREE HOURS: 64 TYPE: Semester

PROGRAM AREA: Business/Mid-Management

OTHER: One year certificate in Business Merchandising (32 credit hours)

INSTITUTION: St. Louis Community College
St. Louis, Missouri

CAMPUS: Florissant Valley Community College
Forest Park Community College
Meramec Community College

DEGREE: Associate in Applied Science

DEGREE HOURS: 64 TYPE: Semester

PROGRAM AREA: Retailing (Meramec)
Sales (Florissant Valley and Meramec)
*Fashion Merchandising (Florissant Valley)
*Hospitality and Restaurant Management (Forest Park)
*Management and Supervision (Florissant Valley and Meramec)

OTHER: One year certificate of Proficiency in Business Administration (all campuses) or Management and Supervisory Development (Florissant Valley and Meramec) (33 credit hours)

One year certificate of specialization in Management Supervision (Florissant Valley and Meramec) (18 credit hours)

*Not included in analysis of programs

INSTITUTION: Three Rivers Community College
Poplar Bluff, Missouri

DEGREE: Associate of Applied Science

DEGREE HOURS: 72 TYPE: Semester

PROGRAM AREA: Marketing Management

OTHER: One year certificate in Sales and Marketing (18 credit hours)

INSTITUTION: Trenton College
Trenton, Missouri

DEGREE: Associate of Applied Science

DEGREE HOURS: 69 TYPE: Semester

PROGRAM AREA: Business Management

OTHER:

APPENDIX E

Statement of the AACSB Standards Committee

STATEMENT OF THE AACSB STANDARDS COMMITTEE ON THOSE ACCREDITATION COUNCIL STANDARDS BEARING ON JUNIOR AND COMMUNITY COLLEGE RELATIONS

Introduction

It is apparent to the AACSB Standards Committee that the Accreditation Standards bearing on junior and community college relations are misunderstood not only by some junior and community colleges but also by some four-year institutions which are members of the AACSB.

Much of this misunderstanding undoubtedly is due to poor communication between two- and four-year institutions concerning the nature, rationale, and application of AACSB Accreditation Council Standards. Occasionally, junior and community colleges have expressed a concern that the AACSB Standards concerning the acceptance of transfer credit by four-year institutions interfere with the mission and autonomy of the two-year institutions. Conversely, four-year institutions have expressed the concern that the integrity of their mission and performance is jeopardized by the insistence of some two-year institutions that all work taken at these institutions be accepted in transfer without condition or qualification.

The purpose of this paper is to set forth in a systematic fashion a statement of the AACSB Standards Committee on those Accreditation Council Standards bearing upon junior and community college relations. It is hoped that this statement will result in better understanding among both four-year and two-year institutions of the nature and rationale of the professional baccalaureate business curriculum and of those provisions of the AACSB Standards relating to the curriculum and the transfer of credit between the two types of institutions.

The Professional Baccalaureate Business Curriculum Concept

AACSB's Standard II on acceptance of transfer credit was developed within the context of AACSB's Curriculum Standard IV. Accordingly, it is important to understand the philosophical foundation of the Curriculum Standard in order to place in proper perspective the Standard on acceptance of transfer credit.

A key passage of Standard IV on curriculum reads as follows: "An undergraduate school of business should concentrate its professional courses in the last two years of a four-year program, and should offer only a limited amount of work below the junior year." The objective of this passage is to permit the student to acquire a foundation of work in the basic arts and sciences.

The Guideline accompanying this Standard provides examples of courses in business and management which may be offered in the first two years. These examples include principles of accounting, principles of economics, business law, statistics, and introduction to business. This Guideline also contains examples of professional course work which should be offered only at the upper division level. These upper division courses include the first courses in the fields of marketing, finance, and management. Standard IV as presented above and its Guideline constitute what is referred to as the "course leveling" provision of the Accreditation Standards of AACSB.

The discussion which led to development of AACSB's "course leveling" provision produced the conclusion that students preparing for leadership roles in business administration and management would be best served if most of their professional course work were based upon prior work in, and understanding of, those disciplines underlying the contemporary study of the functional fields of business. These underlying disciplines include, but are not limited to, (1) the economic, social, and political environment of business; (2) the various behavioral sciences for management decisions and practices; (3) the mathematical tools for decision making; and (4) information flow and control techniques such as accounting and computer-based information systems.

This philosophic approach suggests that professional education in business administration and management builds upon prior knowledge of related disciplines in order to permit an appropriate combination of descriptive and analytical approaches to the study of business. Marketing, for example, when taught to students who do not have a background in disciplines such as those mentioned above, is often no more that a description of how to close a sale or an enumeration of the various factors that make up a successful advertising campaign. On the other hand, when students are given an opportunity to acquire a prior background in fields such as psychology, sociology, statics, and communications, then buyer behavior, sales and consumer motivation, advertising stimuli, and market research segmentation profiles become meaningful and exciting concepts, even in an introductory course.

There is no question of the fact that training in basic marketing, management, and finance can take place at the lower division level without a prior background in related underlying disciplines enumerated above. However, AACSB member schools believe that the most effective approach to education for professional roles in business administration and management builds upon a prior background in these foundation disciplines. Without this understanding, business course work too often becomes a recital of how business operates currently rather that focusing on the development of a management philosophy and analytical and decision-making skills essential to future leadership and management roles. Accordingly, the AACSB believes that the level of understanding of the functional fields of business necessary to prepare students for meeting their managerial responsibilities in the future requires the kind of broadly-based freshman and sophomore year foundation which Standard IV stipulates.

When a junior or community college student who has completed two years of study transfers to a four-year institution and has already concentrated his or her course work in business, such course work has probably been taken without the broad background in the underlying disciplines which is made possible when the freshman and sophomore years are devoted primarily to the study of the foundation disciplines. Therefore, it is reasonable to assume that such course work is not comparable to similar upper division course offerings at four-year institutions which build their curricula upon a broad arts and sciences background.

The AACSB Validation Concept

In the context of the philosophy expressed above, AACSB's Admissions Standard II sets forth validation procedures to be employed in those instances where a course taken at the lower division level (whether at a two-year or a four-year institution) and which the baccalaureate degree-granting institution offers at the upper division level, is to be accepted in transfer for upper division credit. Such validation techniques as CLEP tests, written examinations

prepared by the degree-granting institution, successful completion of advanced courses in the given areas, or other vallidation techniques may be used. Reference to "other validation techniques" is made in order to provide institutions with the flexibility to develop techniques beyond those identified in the Interpretation of this portion of Admissions Standard II. Thus, the business unit of each baccalaureate degree-granting institution has the autonomy to select the validation procedure(s) to be employed by that unit. However, each business unit also has the responsibility to maintain adequate records to evaluate the effectiveness of the validation techniques used.

These validation procedures make it possible for the transferring student to demonstrate that his or her lower division course work in business administration, and the level of knowledge obtained in such course work, are in fact comparable to similar upper division courses, while providing the flexibility essential for developing validation procedures which will best serve the two- and four-year institutions in a particular geographic area. In the final analysis, this provision also means that the student is not required to retake validated course work.

The necessity to demonstrate comparability between lower and upper division business courses is important to the student's welfare for the following reasons:

> First, it helps assure that the transferring student is adequately prepared to take upper division professional course work. Second, these validation procedures help assure that the overall educational experience of the transferring student is similar to that of the student taking all of his or her professional course work at the accredited four-year school. Further, in the process of the transfer of credit, validation measures are important to the four-year institution if its programmatic goals and degree expectations are in fact to be realized.

The Distinctive Roles of the Two-Year and Four-Year Colleges

Students attending two-year colleges generally are pursuing one of two possible tracks. The student is either in a terminal, vocationally or technically-oriented program with the intention of being prepared for employment after two years of study, or in a transfer track with the intention of completing four years of study leading to a professional career in business administration and management. Students in the latter track should, of course, plan their programs in light of the requirements of the particular baccalaureate degree-granting institutions to which they intend to transfer. Students in the former group who change their educational objectives from the vocational-technical track to the baccalaureate degree transfer track should normally expect that some of their previous course work is not applicable to their revised objectives. This situation is analogous to that of students in a baccalaureate degree-granting institution which change their majors or programs to reflect revised educational objectives.

In this regard, and as recommended in the guideline to the Admissions Standard II, member schools are encouraged to enter into regional articulation agreements with other institutions identifying courses in the respective institutions that will be considered equivalent for transfer purposes so that more effective counseling and minimum disruption occurs in the transferring student's pursuit of a baccalaureate degree. However, such articulation agreements are <u>not</u> substitutes for the validation requirement as the second

paragraph Interpretation of Standard II indicates that "whether or not an articulation agreement is present, the baccalaureate degree-granting institution will establish validation procedures in any instance where a course taken at the lower division level which the degree-granting institution offers at the upper division level is to be accepted for upper division credit in business, economics, or administration."

Conclusion

Because of the distinctive roles which the two types of institutions fulfill, and because fo the dual roles which junior and community colleges fulfill, the AACSB Standards Committee withes to emphasize its belief in the importance of the following three principles:

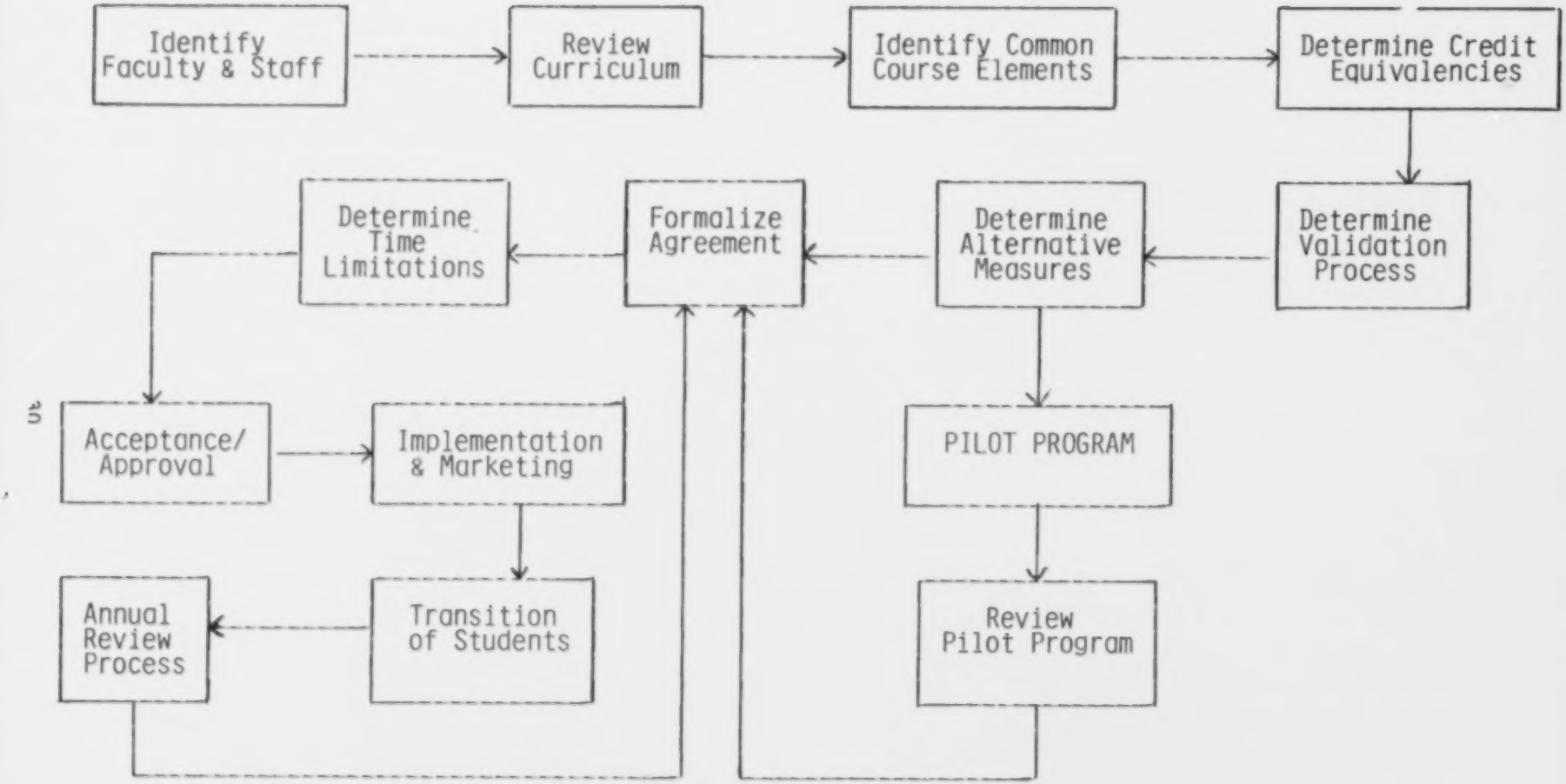
> First, a professional curriculum in business administration and management must be based upon a solid foundation in the liberal arts and sciences disciplines, with professional courses concentrated largely at the upper division level. Second, validation procedures are necessary and in the best interest of all students. Third, both four-year and two-year institutions are encouraged to enter into regional articulation agreements, and to engage in other cooperative activities which will facilitate the transferring student's progress toward the attainment of a baccalaureate degree.

Furthermore, all possible means should be sought to achieve and maintain full and open communication between two-year and four-year institutions on this and all other matters of mutual concern. Students in both vocational-technical track and baccalaureate track programs in junior and community colleges should be provided with careful, individualized academic and career advisement so as to help assure that their particular educational objectives may be best achieved.

APPENDIX F

Articulation Flow Chart

ARTICULATION PROCESS



APPENDIX G

Sample Memorandum of Understanding

SAMPLE

MEMORANDUM OF UNDERSTANDING

This is a Memorandum of Understanding (MOU) between **(Community College)** and the respective senior high schools in **(School District)**.

This MOU is for the purpose of articulating Marketing Education at the secondary and postsecondary levels. This agreement is for an indefinite period of time, however, an annual review will be conducted to assess the current status of the agreement. This MOU may be terminated at any time upon the mutual agreement of both **(School District)** and **(Community College)**. The review committee will make recommendations as may be necessary.

The review committee will consist of the following persons: (1) marketing education teacher-coordinator representing each area of the school district, of which one representative will be the chairperson of the Marketing Education Task Force; (2) the coordinator of vocational-technical education for the school district; (3) the dean of occupational studies for the college; and (4) a representative of the management/marketing program at the college.

The following items are conditions of this MOU:

1. This agreement applies only to those students completing a marketing education program at one of the high schools beginning the academic year 19__-__.

2. Students who have completed one year of marketing education at one of the high schools, with semester grades of "B" or better, and after satisfactory completion of 15 credit hours at **(Community College)**, of which at least one course must be taken in marketing, will be awarded college credit for the following course:

   Introduction to Business 3 credits

3. Students who have completed two years of marketing education at one of the high schools, with semester grades of "B" or better, and after satisfactory completion of 15 credit hours at **(Community College)**, of

which at least one course must be taken in marketing, will be awarded college credit for the following courses:

Business Mathematics of Business/ Personal Finance	3 credits
Introduction to Business	3 credits
Principles of Marketing	3 credits
Principles of Salesmanship	3 credits

4. Validation of high school grades will be made by an official high school transcript from **(School District)** forwarded directly to the Registrar at **(Community College)**.

5. The college may require a favorable recommendation from the marketing educator at the respective high school as a condition for granting an individual student credit under this articulation agreement.

6. If the college finds a student to be seriously deficient in one of the articulated courses, substsitute courses may be required to remove deficiencies.

7. This agreement applies only to students enrolling in the Associate of Applied Science (A. A. S.) and/or Certificate programs in Management/Marketing, and does not necessarily apply to other programs offered by the college.

8. This agreement is in force for students for a period of five years from the date of their graduation or departure from the high school. After a five year period, granting of credit for previous high school work in marketing education will be considered on an individual basis separate and apart from this agreement.

This Memorandum of Understanding is dated this _____ day of _____, 19___.

COMMUNITY COLLEGE

_____
Dean
Occupational Studies

_____
Chairman
Department of Business,
Management and Marketing

SCHOOL DISTRICT

_____
Coordinator
Vocational-Technical Education

_____
Principal

_____
High School

_____
Teacher-Coordinator
Marketing Education

Approved by:

_____
President

_____
Superintendent

ATTACHMENT A

Procedures

To implement the project design and to attain the objectives set forth, the following activities were conducted:

1. The project staff, in consultation with the State Director of Marketing and Cooperative Education, collected and analyzed current postsecondary marketing and mid-management program information relevant to the project (program requirements, course descriptions and outlines, course and/or credit allocations).

2. The project staff collected and analyzed relevant curriculum guidelines from other states. Specifically, states with articulation agreements between secondary and postsecondary marketing programs were sought out in addition to states who were currently developing articulation agreements.

3. The project advisory committee, as approved by the State Director of Marketing and Cooperative Education, consisted of those individuals who were familiar with secondary and postsecondary marketing programs in Missouri and assisted in determining appropriate articulation guidelines.

4. The project staff developed recommended guidelines for postsecondary marketing and mid-management programs in Missouri. The guidelines included:
   a. Program titles
   b. Program descriptions
   c. Program lengths
   d. Delivery models
   e. Internship and/or simulation experience requirements

5. The project staff developed in consultation with the project advisory committee, recommended guidelines for articulation of students enrolled in secondary marketing education programs and postsecondary marketing and mid-management programs.

6. The final product developed were guidelines to be used by postsecondary marketing and mid-management instructors in Missouri to ensure articulation between secondary and postsecondary marketing programs in Missouri.

ATTACHMENT B

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ATTACHMENT C

Glossary

GLOSSARY

ADVANCED PLACEMENT--Any arrangement that enables secondary students to receive credit for and bypass courses in a postsecondary program.

ADVANCED SKILL PROGRAM--An articulation program that streamlines occupational program fundamentals in order to make room in the two-year postsecondary curricula to teach more advanced technical skills than students would normally get in a traditional (or even time-shortened) program.

ARTICULATED CURRICULA--Secondary and/or postsecondary courses of study that have been (re)structured so as to avoid duplication of learning components and smooth transistion from one level to the next.

ARTICULATION--A planned process linking two or more educational systems to help students make a smooth transition from the secondary level of occupational training programs to the two-year postsecondary level without experiencing delays or duplication of learning.

COMPETENCY--An activity (cluster of skills and knowledge) that a person performs in an occupation that is both observable and measurable and that forms the basis for competency-based curricula.

COMPETENCY-BASED CURRICULUM--An educational program designed to teach clusters of skills and knowledge ("competencies") a person performs in an occupation, mastery of which forms the basis upon which the student is evaluated and graded.

CURRICULUM (OCCUPATIONAL)--A specific set of educational courses or competencies designed to teach entry-level occupation-based skills and knowledge.

HORIZONTAL ARTICULATION--When students move from one school or program to another of the same type and at the same level.

POSTSECONDARY INSTITUTION--A community college or junior college that delivers occupational training primarily for grades 13-14.

SECONDARY INSTITUTION--A high school or vocational school that delivers education/training primarily for grades 10-12.

TIME-SHORTENED PROGRAM--An articulation program that facilitates advanced standing in postsecondary occupational programs and allows students to complete the postsecondary training faster, but without advancing their skill levels beyond those of a traditional program.

"2 + 2"--Articulation of vocational technical curricula in grades 11-14, with career exits after grades 12, 13, and 14, to create a strong four-year curriculum that produces graduates with advanced skills.

VERTICAL ARTICULATION--Any linking of two or more educational programs or systems to help students move smoothly from one level of instruction to the next one without experiencing delays or loss of credit.